



KICKBALL TO CAREER

IT'S NEVER TOO EARLY TO START

- Arizona Department of Education
- Exceptional Student Services
- Secondary Transition

2/4/2019

OBJECTIVES

Review

Review IDEA secondary transition requirements

Introduce

Introduce research-based predictors of postschool success

Examine

Examine your current practices for evidence of “predictor” activities

INTRODUCE YOURSELF!

- How did you decide that you would be a _____?



SECONDARY TRANSITION PROCESS

WHAT HAPPENS ON THE OTHER END OF
THE SCHOOL EXPERIENCE?



2/4/2019



TRANSITION PLANNING PROCESS

2/4/2019



Instruction & Services

- Activities
- Courses of Study
- Annual IEP Goals

Post-secondary Goals

- Based on age-appropriate assessments
- **Training/Education**
- **Employment**
- Independent Living (as appropriate)

Assessments

- Interests
- Preferences
- Strengths
- Consideration of Needs





PREDICTORS OF POST-SCHOOL SUCCESS

NATIONAL TECHNICAL ASSISTANCE CENTER
ON TRANSITION [HTTP://TRANSITIONTA.ORG/](http://transitionta.org/) 





Predictors	Outcomes:	Education	Employment	Independent Living
• <u>Career Awareness</u>		X	X	
• <u>Community Experiences</u>			X	
•Exit Exam Requirements/High School Diploma Status			X	
•Goal Setting		X	X	
•Inclusion in General Education		X	X	X
• <u>Interagency Collaboration</u>		X	X	
•Occupational Courses		X	X	
•Paid Employment/Work Experience		X	X	X
• <u>Parental Expectations</u>		x	X	X
•Parental Involvement		X	X	x

Predictor	Outcomes:	Education	Employment	Independent Living
•Program of Study			X	
• <u>Self-Advocacy/Self-Determination</u>		X	X	
• <u>Self-Care/Independent Living</u>		X	X	X
•Social Skills		X	X	
• <u>Student Support</u>		X	X	X
•Transition Program		X	X	
•Travel Skills			x	
•Vocational Education		X	X	
•Work Study			X	
•YouthAutonomy/Decision Making		X	X	

CAREER AWARENESS

- When are you asking your students what they want to do when they grow up?
- What are you doing **NOW** to prepare them with tools for **ANY** career?
 - Provide instruction in employability skills
 - Working together
 - Following directions
 - Identify the skills needed for a classroom job
 - Guest speakers
 - Be intentional



COMMUNITY EXPERIENCES

- What activities is your child/student doing outside of the school setting?
 - Field trips
 - Community safety activities
 - Transferrable academic and functional skills





INTERAGENCY COLLABORATION

Who can provide support to a family and young adult after they leave public education?

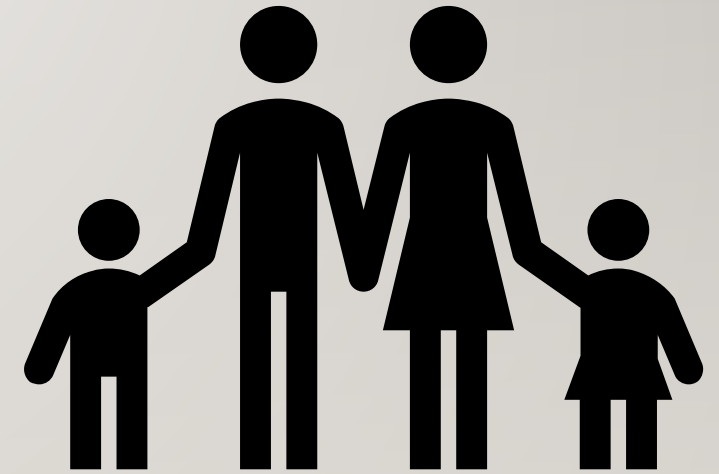
- Establish relationships with local adult service agencies
 - Local Community of Practice
- Understand agency roles and responsibilities
- Participate in shared problem-solving
- www.az.dbi01.org



PARENTAL EXPECTATIONS

What are you doing to foster high expectations for students with ALL disability types?

- Emphasize the student's strengths
 - Remove “only” and “just” from the skill
- Include employment and post-secondary education in your meetings



SELF-ADVOCACY, SELF-DETERMINATION

- Do students understand how they learn and perform at their best?
- Do students know how to communicate their learning and performance needs?
 - Making appropriate choices
 - Problem-solving
 - Setting goals
 - Evaluate options
 - Accepting consequences



SELF-CARE/INDEPENDENT LIVING



What activities in your classroom will lead to successful self-care and independent living?

- Provide instruction in multiple settings including general education, special education, and community
- Individual, small group, or whole class instruction
- Provide multiple opportunities to practice in real-life situations using real-life materials and equipment.

STUDENT SUPPORT

How do you help your students identify people who can help them?

- Choosing the “right” friends
- Skills necessary to make and maintain relationships that can provide support





CONTACT INFORMATION

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ACKNOWLEDGEMENTS AND RESOURCES

National Technical Assistance Center on Transition (NTACT)

<http://transitionta.org/>

*Arizona Department of Education, Exceptional Student
Services – Secondary Transition*

<http://www.azed.gov/specialeducation/transition>